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AUTHOR Gaul, Patricia Reitz
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ABSTRACT

Delaware County (Pennsylvania) Community College received a grant from the U.S. Department of Education to use college work-study students to teach literacy. The college cooperated with the Delaware County Literacy Council in order to train tutors and clerical personnel and place them in tutoring or program support functions. A total of 30 students were trained. On the whole, the program was successful in increasing the number of tutors available to teach literacy, while providing income to students. Problems included funding cuts causing the position of part-time coordinator at the college to be eliminated, and the loss of some students' work-study grants after they had started in the program. As a results, more work was assumed by the Literacy Council, and the effort became more like their regular volunteer efforts. In part, this simplified the program, leaving only one "boss" for the students; however, many of the tutors were lost due to their need to earn an income. Other problems were encountered with scheduling and conflicts about vacations, full-time jobs, and lack of transportation. On the whole, however, the participating institutions felt that the program was worthwhile, that problems must be anticipated and compensated for in order to reap positive benefits. Job descriptions, press releases, and other public relations materials are appended. (KC)

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Evaluation of the Effectiveness of Work Study Students In Extension and Expansion of Literacy Services In Delaware County

BY

Patricia Reitz Gaul, Director

Delaware County Literacy Council

225 E. 24th Street

Chester, PA 19013

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ABSTRACT

THIS NARRATIVE IS ADDRESSED TO ADMINISTRATORS OF ADULT LITERACY AND ABE PROGRAMS WHO, OF FINANCIAL NECESSITY, SEEK WAYS TO SECURE QUALITY PERSONNEL WHILE BALANCING LOW BUDGETS. THE DELAWARE COUNTY LITERACY COUNCIL HAD ACCESS TO A SUPPLEMENTARY WORK FORCE OF THIRTY COLLEGE WORK STUDY STUDENTS FROM JULY 1, 1984 THROUGH JUNE 30, 1985. THE EXPERIENCES AND OUTCOME OF THIS OPPORTUNITY ARE PRESENTED IN THIS REPORT. IT IS HOPED THAT THE DOCUMENTATION WILL BE OF USE TO ADMINISTRATORS LOOKING FOR PERSONNEL AND CONSIDERING THE EFFICACY OF TAPPING THE RESOURCES OF THE COLLEGE WORK STUDY POOL.

PRG
AUGUST 1985

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INTRODUCTION

LITERACY PROGRAMS ACROSS THE STATE, REGARDLESS OF THEIR STATUS AS VOLUNTEER ORGANIZATIONS, NON-PROFIT AGENCIES OR EXTENSIONS OF INSTITUTIONS, OPERATE ON MARGINAL BUDGETS. THEY ARE OFTEN DEPENDENT ON VISTA, COSA OR OTHER FEDERALLY SUBSIDIZED PROGRAMS FOR PERSONNEL. MANY HAVE ALSO DRAWN ON THE COLLEGE WORK STUDY (CWS) PROGRAM FOR PERSONNEL WITH VARYING DEGREES OF SUCCESS. IN MOST CASES, A LITERACY PROGRAM HAS CARRIED ONE OR TWO SUCH PERSONNEL AT ANY GIVEN TIME.

IN SEPTEMBER, 1983, PRESIDENT REAGAN ANNOUNCED A FEDERAL INITIATIVE TO CONFRONT THE STAGGERING NATIONAL PROBLEM OF FUNCTIONAL ILLITERACY AND DESIGNATED SPECIAL ALLOCATIONS DESIGNED TO PROVIDE A CORPS OF COLLEGE STUDENTS TO EARN THEIR WORK STUDY MONIES IN THE ADULT LITERACY FIELD. COINCIDENTAL WITH THIS ACTION CAME THE TERMINATION OF THE VISTA PROGRAM AND THE INCREASED DEMAND FOR LITERACY SERVICES RESULTING FROM NATIONAL, STATE, AND LOCAL AWARENESS EFFORTS. THE DELAWARE COUNTY COMMUNITY COLLEGE (DCCC) WAS ONE OF 18 COLLEGES CHOSEN TO RECEIVE THE SPECIAL ALLOCATIONS THAT WOULD PROVIDE AN ONGOING POOL OF 30 WORK STUDY STUDENTS AVAILABLE FOR TRAINING AND ASSIGNMENT IN ADULT BASIC EDUCATION. UPON NOTICE OF ITS SELECTION IN JANUARY, 1984, DCCC CONTACTED THE DELAWARE COUNTY LITERACY COUNCIL (DCLC) FOR TECHNICAL ASSISTANCE IN DESIGNING THEIR PROGRAM AND TRAINING THE

CANDIDATES. DCLC WAS OFFERED COLLABORATIVE PARTICIPATION, ACCESS TO AS MANY CANDIDATES AS COULD BE ABSORBED AND EFFECTIVELY ASSIGNED, COOPERATIVE TRAINING AND SUPERVISION OF THE WORK STUDY STUDENTS AND THE OPPORTUNITY TO DESIGN A CENTRAL STUDENT RECRUITMENT PROCESS. IN ORDER TO TAKE ADVANTAGE OF THE OPPORTUNITY, DCLC REQUESTED 310 SUPPORT FOR THE MATERIALS AND RESOURCES NECESSARY TO USE THE POTENTIAL PERSONNEL TO EXTEND AND EXPAND ADULT LITERACY SERVICES IN DELAWARE COUNTY.

DCLC PROPOSED TO MONITOR THE EFFECTIVENESS OF THE CWS STUDENT IN VARYING ROLES AND SETTINGS OF LITERACY SERVICES THROUGHOUT THE COUNTY. THE EVALUATION OF THE PROGRAM FOLLOWS AND CONSIDERS RELIABILITY, DEPENDABILITY, TIME CONFLICTS, TRANSPORTATION CONCERNS, SKILL LEVEL, TURNOVER, AND AGE FACTORS AS THEY IMPACT ON PERFORMANCE. IT DOCUMENTS THE SUCCESSES AND PITFALLS ENCOUNTERED AS DCLC ATTEMPTED TO OFFER EXTENDED AND EXPANDED LITERACY INSTRUCTION WHILE MAINTAINING PROGRAM QUALITY. THIS NARRATIVE WILL BE DISTRIBUTED AS A RESOURCE TO LITERACY AND ABE PROGRAMS STATEWIDE WHOSE ADMINISTRATORS MAY BE CONSIDERING THE USE OF THE CWS LITERACY PERSONNEL SUPPLIED BY INCREASED FEDERAL ALLOCATIONS. THE PROJECT WAS CONDUCTED THROUGH JUNE 1985 AND SUPERVISED BY THE PROFESSIONAL STAFF OF DCLC. SIGNIFICANT CONTRIBUTIONS TO THIS PROJECT HAVE BEEN MADE BY ROBERT PRESTON AND ANNE NERI OF DCLC AND SUSANNE STAAS, WALTER OMLOR AND BRIDGET MARTIN OF DCCC.

STATED GOALS AND OBJECTIVES

GOAL 1: To participate with DCCC in one of 18 federal special pilot projects providing a trained and available pool of 30 college work study students for participation in a volunteer effort announced by President Reagan in September, 1983, as a part of a federal initiative to eliminate functional illiteracy. Met.

Objective: To cooperate with DCCC in the training, placement, and supervision of 20-30 college work study students. The trained students will be assigned as classroom aides at DCCC or as participants in DCLC's volunteer tutorial program. Met. 30 participants trained and monitored. 1700 hours of participation documented. 1550 quality. 150 below acceptable performance levels.

GOAL 2: To evaluate the effectiveness of college work study students in a variety of roles and settings in an adult literacy program. Met.

Objective: To determine the effectiveness of work study students in a variety of roles including 10-15 work study students as tutors, 3-5 as student evaluators, 3 as tutor/student

COORDINATORS, 3-5 AS COMMUNITY ANIMATORS, AND 3-5 AS PROGRAM CLERICAL AIDES. MET. 18 (60%) TUTORS, 3 STUDENT EVALUATORS, 3 COORDINATORS, 6 ANIMATORS AND 5 CLERICAL AIDES.

OBJECTIVE: TO DETERMINE THE EFFECTIVENESS OF WORK STUDY STUDENTS IN A VARIETY OF SETTINGS I.E. DCLC'S OFFICE, LEARNING CENTER SATELLITES, THE MEN'S AND WOMEN'S DIVISIONS OF DELAWARE COUNTY PRISON, JUVENILE DETENTION CENTERS (GLEN MILLS AND SLEIGHTON FARMS), THE YMCA OF CHESTER. MET.

THE WORK STUDY PLACEMENTS WILL BE MONITORED AND EVALUATED REGARDING THEIR DEPENDABILITY; THE SKILLS THEY BRING TO THE PROGRAM; THEIR AVAILABILITY, WITH SPECIAL ATTENTION PAID TO TRANSPORTATION PROBLEMS; TIME CONFLICTS AT EXAM TIME; TIME CONFLICTS WITH EXTRACURRICULAR ACTIVITY; THE INTERACTION OF THE YOUNGER ADULT WITH LITERACY CLIENTELE; TURNOVER.

GOAL 3: TO EXTEND ADULT LITERACY SERVICE AVAILABILITY IN DELAWARE COUNTY BEYOND PRESENT CAPACITY THROUGH USE OF COLLEGE WORK STUDY STUDENTS. MET.

OBJECTIVE: TO DETERMINE THE EFFECTIVENESS

OF THE WORK STUDY STUDENT IN ESTABLISHING AND MAINTAINING:

A) A VOTER REGISTRATION COMPONENT IN COOPERATION WITH PROJECT V.O.T.E. ALL ACTIVE DCLC TUTORS AND STUDENTS WILL BE GIVEN THE OPPORTUNITY TO REGISTER. VOTER REGISTRATION WILL BE INCORPORATED AS PART OF STUDENT INTAKE. NOT MET.

B) A COOPERATIVE STUDENT RECRUITMENT NETWORK THAT WILL GIVE POTENTIAL ABE STUDENTS ACCESS TO ALL AVAILABLE ABE SERVICES IN DELAWARE COUNTY BY CALLING A SINGLE CENTRAL NUMBER. MET. IN PLACE SIX MONTHS.

C) THREE DCLC SATELLITE COMMUNITY LEARNING CENTERS IN TARGETED AREAS OF THE COUNTY WHERE THE STRONGEST NEED HAS BEEN IDENTIFIED. THE SATELLITE CENTERS WOULD SERVE 150 STUDENTS AND DOUBLE THE PRESENT PROGRAM CAPACITY OF DCLC. PARTIALLY MET. ONE CENTER AND ONE INTAKE SITE OPENED. PLANS COMPLETE FOR SECOND CENTER TO OPEN IN SEPTEMBER, THIRD BY DECEMBER 1985.

D) A MINIMAL RESOURCE LIBRARY OF HIGH-INTEREST, LOW-LEVEL MATERIALS FOR ADULT NEW READERS AT EACH OF THE SATELLITE CENTERS. TUTOR RESOURCE MATERIALS WILL BE INCLUDED IN EACH COLLECTION. MET. IN PLACE AT TWO CENTERS. PURCHASED FOR THIRD.

GOAL 4: To prepare and disseminate a candid narrative describing the effectiveness of CWS assigned to a volunteer-based adult literacy program. Met.

Objective: To communicate the realities of implementing a work study project through the preparation of a written narrative to be made available to all literacy/ABE programs statewide through AdvancE, ERIC , Tutors of Literacy in the Commonwealth (TLC), and a seminar of Pennsylvania Association for Adult & Continuing Education (PAACE), if deemed appropriate. Met.

GOAL 1: PROJECT PARTICIPATION

THE INITIAL PLANNING FOR THIS PROJECT OCCURRED FROM JANUARY TO JUNE 1984 AND INVOLVED STAFF FROM THE DELAWARE COUNTY COMMUNITY COLLEGE (DCCC) AND DELAWARE COUNTY LITERACY COUNCIL (DCLC). THE DESIGN, BASED ON AVAILABILITY OF FEDERAL WORK STUDY MONEY FOR UP TO 50 CWS STUDENTS TO WORK IN ADULT LITERACY, INCORPORATED:

- RECRUITMENT OF PARTICIPANTS BY DCCC.
- TRAINING OF PARTICIPANTS AS TUTORS BY DCCC AND DCLC. (CHART 1.)
- PLACEMENT OF PARTICIPANTS WITH DCCC LITERACY CLASSES AS PROGRAM AIDES AND WITH DCLC AS TUTORS, EVALUATORS, COORDINATORS, COMMUNITY ANIMATORS AND CLERICAL AIDES. (CHART 2.)
- MONITORING OF PARTICIPANTS BY NEWLY-HIRED PARTTIME DCCC SUPERVISOR AND BY DCLC STAFF AS APPROPRIATE.
- ESTABLISHING A SINGLE CENTRAL HOT-LINE NUMBER FOR ALL ABE SERVICES IN DELAWARE COUNTY TO BE MANNED BY CWS STUDENTS ON DCCC'S CAMPUS.

RECRUITMENT EFFORTS RESULTED IN 18 CWS STUDENTS BEING TRAINED IN A JOINT DCCC-DCLC WORKSHOP ON DCCC'S CAMPUS. OF THESE, SEVEN WERE PLACED DURING THE SUMMER OF 1984 AS CLASSROOM AIDES WITH DCCC. NINE ACCEPTED ADULT STUDENTS ON A ONE-ON-ONE BASIS WITH DCLC. ALL PARTICIPANTS WERE ASKED FOR A COMMITTMENT OF SIX MONTHS OR THE LENGTH OF THEIR INDIVIDUAL WORK-STUDY GRANT

TO INSURE CONTINUITY FOR THE ADULT STUDENT.

SUBSEQUENT RECRUITS (12) WERE TRAINED IN DCLC'S REGULARLY SCHEDULED TUTOR TRAINING WORKSHOPS FROM SEPTEMBER 1984 THROUGH FEBRUARY 1985. OF THESE, NINE TUTORED AND TWO WORKED AS CLERICAL AIDES.

PROBLEMS ENCOUNTERED. A MAJOR INTERRUPTION OCCURRED THREE MONTHS INTO THE PROGRAM. THE FEDERAL INITIATIVE AWARDS DID NOT CONTINUE AT THE ANTICIPATED LEVELS. AS A RESULT, THE PART-TIME PROJECT SUPERVISOR POSITION WAS TERMINATED BY DCCC. FEWER RECRUITS WERE AVAILABLE FOR THE PROJECT (A TOTAL OF 30 PARTICIPATED RATHER THEN THE HOPED FOR ONGOING POOL OF 30) AND 15 INDIVIDUAL WORK STUDY AWARDS WERE TERMINATED DURING THE COURSE OF THE PROJECT. THREE OF THE LATTER NEVER ACCEPTED ASSIGNMENT AS A RESULT. THREE ACCEPTED AND DID NOT FOLLOW THROUGH. A TESTIMONY TO THE OVER-ALL QUALITY OF THE COLLEGE STUDENTS INVOLVED IN THE PROJECT WAS THE REMAINING NINE WHO CONTINUED WITH THEIR DCLC STUDENTS AS VOLUNTEERS!

THE FINANCIAL AID OFFICE AND THE DCCC FACULTY ORIGINALLY INVOLVED IN PROJECT PLANNING DID CONTINUE RECRUITMENT, BUT ON A REDUCED LEVEL. TRAINING BECAME THE RESPONSIBILITY OF DCLC. IN RETROSPECT, THIS ACTUALLY RESOLVED SOME CONFLICTS THAT HAD BECOME APPARENT I.E. 12 SUBSEQUENT RECRUITS TRAINED OFF CAMPUS, OUT OF ISOLATION, IN THE REGULAR DCLC PROGRAM SEEMED TO HAVE A CLEARER SENSE OF THE PURPOSE OF THEIR ASSIGNMENT. THEY CERTAINLY KNEW DCLC STAFF BETTER AND WERE CLEARLY RESPONSIBLE TO

ONE ORGANIZATION. A GREATER PERCENTAGE SEEMED TO VIEW THEIR ASSIGNMENT MORE AS A COMMITTMENT RATHER THAN SOMETHING TO DO TO EARN THEIR TUITION. NINE (75%) OF THE 12 CONTINUE ACTIVE AS OPPOSED TO THREE (17%) OF THE ORIGINAL 18. IN TOTAL, 40% REMAIN ACTIVE AS VOLUNTEERS, CWS OR DCLC STAFF. (CHART 1.)

THE TIMING OF THE START-UP OF THE PROGRAM PRESENTED DIFFICULTY AS WELL. IT WAS SUMMER. VACATIONS AND CHANGING SCHEDULES MADE IMMEDIATE ASSIGNMENT DIFFICULT IN SOME CASES AND CONTRIBUTED TO THE LOSS OF SOME OF THE RECRUITS. INDIVIDUAL NECESSITY DEMANDED THAT SOME CWS SECURE FULL TIME SUMMER WORK TO MEET FINANCIAL NEEDS. THIS, TOO, IMPACTED ON CONSISTENT FOLLOW THROUGH WITH THE DCLC ASSIGNMENTS.

GOAL 2: CWS Placement and Documentation

In keeping with the philosophy of DCLC, the CWS began their work with the Council as tutors. Only two were assigned as clerical aides without attending tutor training. Once trained, CWS accepted adult students from a variety of referrals in a variety of settings. Some tutored math. Some tutored a small group of 2-3 students. Seven helped staff newly established learning centers or intake sites. Others worked with DPA referrals, the Women's Alternative Center, the Chester-Crozer Mental Health Clinic, Adult Probation, B. P. Oil Company referrals and ABE classes offered by DCCC in the Chester YWCA and the Primos Library.

For any one considering involving college students, the concern about age must be present. We found no hesitation or problems among the adult students matched with CWS tutors younger than themselves. The few CWS who accepted a student and did not become successful tutors represented no higher a percentage than found among DCLC's regular volunteer tutors. In fact, several of the adult students seemed delighted with the youth and enthusiasm their college age tutors displayed.

Previous experience with college students enrolled in four year college or university programs has yielded good tutors but the college tutor/adult student matches were fraught with scheduling, transportation and interruption difficulties. The university student tends to be located on a campus, in dormitories, with minimal transportation available. They also tend

TO BE MORE INVOLVED IN EXTRA CURRICULAR ACTIVITIES AND TO "GO HOME" OVER BREAK TIMES AND PLAN MORE EXTENSIVE EXCURSIONS. ONCE TRAINING IS ACCOMPLISHED, OFTEN DIFFICULT TO SCHEDULE. THE ASSIGNED ADULT STUDENT USUALLY MUST BE ONE THAT IS MOBILE AND CAN COME TO THE TUTOR. DCLC IS CAREFUL TO ASSIGN A "TOUGHER" STUDENT WHO CAN SURVIVE MORE INTERRUPTIONS ON THE PART OF THE TUTOR WHO LEAVES THE AREA MORE OFTEN THEN REGULAR TUTORS.

AS THIS PROJECT WAS PLANNED, SIMILAR PROBLEMS WERE ANTICIPATED. HOWEVER, THE COMMUNITY COLLEGE STUDENT SEEMS TO BE A DIFFERENT SORT OF ANIMAL I.E. A "LOCAL" OF VARYING AGE WHO COMMUTES AND EITHER KNOWS THE PUBLIC TRANSPORTATION AVAILABLE AND IS ALREADY USING IT DAILY OR HAS A CAR AVAILABLE. THEIR SCHEDULES SEEM LESS INVOLVED, THEY ARE LESS INVOLVED IN CAMPUS-ORIENTED ACTIVITY. THEY GO HOME EACH DAY TO A LOCAL NEIGHBORHOOD AND CAN TUTOR THERE. THEY DO NOT "DISAPPEAR" FROM THE AREA OVER BREAKS, SO THERE ARE LESS INTERRUPTIONS IN THE INSTRUCTIONAL PROCESS. PERHAPS EVER MORE IMPORTANT, THEY HAVE A MORE PERSONAL STAKE IN THE COMMUNITY AND, IN MANY CASES, DEMONSTRATED INTEREST AND COMMITTMENT BEYOND EXPECTATIONS. THEY KNEW AND CARED ABOUT THE COMMUNITY DCLC SERVES.

THIS LOCAL COMMITTMENT TRANSLATED INTO SIX BECOMING EFFECTIVE COMMUNITY ANIMATORS. THEY HAD PARENTS INVOLVED IN THE COMMUNITY, THEY HAD CONNECTIONS AND THEY WERE WILLING AND EAGER TO TALK ABOUT ADULT LITERACY AND PROGRAMS FOR THE POTENTIAL ADULT ABE/LITERACY STUDENT. THEY WORKED AT EXHIBIT BOOTHS

IN AGENCY AND COMMUNITY FAIRS. THEY SOLD RAFFLE TICKETS AND BOOSTED FUND RAISING EVENTS SUBSTANTIALLY. ONE EVEN JUGGLED, BLIND-FOLDED, ON STILTS AS A "DRAW" AT A SPECIAL EVENT AT A LOCAL MALL. THEY MADE CONTACTS WITH THE CHESTER CLERGY AND THE CHESTER NAACP, WITH SERVICE CLUBS AND ORGANIZATIONS. THEY DID GRAPHICS WORK FOR DISPLAYS. THERE WAS AN ENERGY IN THESE SIX THAT STILL GIVES A WARM GLOW TO DCLC STAFF UPON REFLECTION. THE PITY WAS THAT, FOR MANY, THEIR PERSONAL FINANCIAL SITUATION DICTATED THEIR LEAVING THE PROGRAM WHEN THEIR AWARDS WERE TERMINATED.

AS PROGRAM NEEDS AND INDIVIDUAL SKILLS DICTATED, DCLC STAFF TRAINED CWS AS FOLLOWS:

3 STUDENT EVALUATORS

3 TUTOR/STUDENT COORDINATORS

5 CLERICAL PROGRAM AIDES.

THOSE WHO BECAME EVALUATORS AND COORDINATORS WERE EXCELLENT IN PERFORMANCE, SENSITIVITY, DEPENDABILITY. THEY HAD ALREADY SERVED AS TUTORS AND WERE SCREENED AND TRAINED BY DCLC STAFF FOR THE ADDED FUNCTIONS. THEREFORE, THEY WERE THE "CREAM OF THE CROP" AND DID NOT DISAPPOINT US IN ANY WAY. THEY ASSISTED IN STAFFING SATELLITE LEARNING CENTERS AND INTAKE SITES. THEY MONITORED OTHER TUTORS AND WERE AVAILABLE AS SMALL CLASS INSTRUCTORS, MATH TEACHERS, TESTERS, ADVISORS. THESE PEOPLE REMAIN AVAILABLE AT VARYING LEVELS TO VARYING DEGREES FROM VOLUNTEERING TO ACCEPTING POSITIONS ON DCLC STAFF. THEIR CONTRIBUTION WAS SIGNIFICANT AND, CONVERSELY, THEY SPEAK TO THE PROGRAM BEING SIGNIFICANT TO THEM.

THE CLERICAL PROGRAM AIDES CAN BE INVALUABLE IN KEEPING THE ROUTINE OF THE OFFICE MOVING EFFICIENTLY OR THEY CAN BE SUDDEN NO SHOWS AT EXAM TIME. ON THE WHOLE, THEY PERFORMED BETTER IF THEY HAD BEEN TRAINED IN THE TUTOR TRAINING WORKSHOPS AND HAD A BETTER SENSE OF THE TOTAL PROGRAM. THE KEY TO DAILY PERFORMANCE SEEMED TO BE MATCHING THE ASSIGNMENTS TO THE SKILLS OF THE AIDE. SOME COULD TAKE A TASK AND NOT ONLY COMPLETE IT WITHOUT SUPERVISION, BUT IMPROVE ON THE ORIGINAL CONCEPT. OTHERS NEEDED A TASK PRESENTED A STEP AT A TIME WITH CAREFUL INSTRUCTION AND SUPERVISION. THE POOR PERFORMANCE OF A CLERICAL AIDE REPRESENTED 100 OF THE 150 POOR PERFORMANCE HOURS DOCUMENTED DURING THE PROJECT.

PROBLEMS ENCOUNTERED. INITIAL TRAINING PRESENTED A SCHEDULING CONFLICT. TRY TO GET 18 COLLEGE STUDENTS IN ONE PLACE ON CAMPUS FOR 12 HOURS BEYOND THEIR COURSE LOAD! THE TRAINING OCCURRED ON LATE FRIDAY AFTERNOONS BY NECESSITY BUT IT WAS A DEADLY CHOICE, EVER AGAIN TO BE AVOIDED AT ALL COSTS. THE TRAINING PROCESS WAS SMOOTHER WHEN SUBSEQUENT RECRUITS WERE TRAINED IN THE DCLC TRAININGS. ANTICIPATED TRANSPORTATION AND SCHEDULING PROBLEMS DURING THE MATCHING PROCESS WERE MINIMAL BUT COMPOUNDED BY CONCURRENT SUBSIDY REDUCTION AND THE TIME OF YEAR - SUMMER. NINE OF THE EIGHTEEN WERE NOT ASSIGNED OR DID NOT PARTICIPATE FOR THE FULL SIX MONTH COMMITTMENT FOR THE FOLLOWING REASONS:

TRANSPORTATION	1
LOSS OF FUNDING	4
SCHEDULING	1
NO REAL INTEREST	3

REDUCTION OF AVAILABLE FUNDING AGAIN PRESENTED THE MOST SERIOUS PROBLEM. FIFTEEN LOST THEIR AWARDS DURING THE FIRST THREE MONTHS, COMPLICATING THE MATCHING PROCESS. SUBSTANTIAL STAFF TIME WAS DEMANDED TO DEAL WITH THE FLUCTUATING AVAILABILITY OF THE EIGHTEEN TRAINED AT THE ONSET OF THE PROJECT. ULTIMATELY, 11 OF THESE 15 COMPLETED THEIR COMMITTMENT TO DCLC AND/OR DCCC AS VOLUNTEERS BEYOND THE LENGTH OF THEIR WORK-STUDY MONIES. THEIR INTEREST COULD NOT BE FAULTED, ONLY THEIR BEING CAUGHT BETWEEN THEIR PERSONAL FINANCIAL NEEDS AND DCLC'S NEEDS.

ANOTHER SITUATION DEMANDING MORE STAFF ATTENTION THAN ANTICIPATED WAS PRECIPITATED BY THE TERMINATION OF THE DCCC SUPERVISOR OF THE PROJECT. THE TRANSITION TO FULL DCLC SUPERVISION WAS NOT EASY. MOST CWS HAD ONLY MET DCLC'S DIRECTOR FOR FOUR HOURS DURING THE JOINT WORKSHOP. THEY KNEW NO OTHER STAFF. THEY HAD BEEN RESPONSIBLE TO DCCC'S SUPERVISOR FOR INITIAL ASSIGNING. THERE WAS LAG TIME AND CONFUSION AS THEY WERE CALLED IN FOR INTERVIEW AND DCLC ASSIGNMENT AND AS DCCC COMPONENTS WERE TERMINATED. THERE WERE "NO-SHOWS", MISSED CONNECTIONS, DIFFICULTIES IN REACHING CWS BY PHONE DURING THE FIRST WEEKS OF THE TRANSITION. IT IS A TESTIMONY TO DCLC STAFF AND TO THE QUALITY OF THE CWS THAT THE 11 PREVAILED AND MADE SIGNIFICANT CONTRIBUTION TO DCLC'S PROGRAM.

IT IS NEVER EASY FOR A PROGRAM TO BE DEPENDENT ON A STREAM OF PERSONNEL FUNDED BY AN INDEPENDENT SOURCE WHEN THESE PERSONNEL HAVE RESPONSIBILITY TO BOTH THE FUNDING ORGANIZATION AND THE WORK-SITE ORGANIZATION. WHEN CONSIDERING USE OF CWS, AN ADMINISTRATOR MUST BE PREPARED FOR THE MIXED ALLEGIANCE. DCLC HAS MORE CONTROL OF

ITS OWN STAFF AND ITS OWN VOLUNTEERS THEN IT DOES OF CWS STUDENTS WHOSE PRIMARY CONCERN IS, NECESSARILY, TO FINANCE COLLEGE TUITION. TO DATE, DCLC HAS FOUND THE TRADE-OFF MORE POSITIVE THAN NEGATIVE FOR OUR NEEDS AND PURPOSES. (CHART 3, 4, 5.)

GOAL 3: DCLC Program Expansion

The objectives concerning the extension of adult literacy service availability through the use of the CWS students were partially met. Each objective will be discussed individually in this section with the problems encountered incorporated in each discussion.

Objective 1. To establish a voter registration component in cooperation with Project V.O.T.E. Staff and student evaluators were trained by Project V.O.T.E. personnel in the voter registration process. However, it became unclear whether it was legal for a non-profit agency to participate in voter registration. It also became difficult to obtain new registration forms. Given this ambiguous setting and realizing little reaction toward registering from adults at their intake interviews, interviewers became increasingly reluctant to approach the subject. There was a sense that incorporating registration with intake was meddling in the adult student's affairs. The adults seemed either surprised or disinterested. Therefore, it was decided to terminate the attempt.

Objective 2. To establish and maintain a cooperative recruitment network that would provide potential ABE students access to available ABE services in Delaware County by calling a single number. The system was designed and established as follows. The difficulty arose with maintenance.

During initial planning it was decided to use the facilities of DCCC to house the ABE hot line equipment and personnel. This

COMPONENT OF THE PROJECT WAS TO BE THE RESPONSIBILITY OF THE DCCC PROJECT SUPERVISOR. A SURVEY OF ABE SERVICES THROUGHOUT THE COUNTY WAS ACCOMPLISHED AND A CURRENT SERVICE DIRECTORY LIST COMPILED. A PHONE LINE AND NUMBER WAS SECURED WITH CALL FORWARDING TO DCCC CENTRAL ANSWERING. PUBLICITY IN THE FORM OF FLYERS, LETTERS OF INFORMATION TO COUNTY AGENCIES, AND PUBLIC SERVICE ANNOUNCEMENTS WAS ACCOMPLISHED.

IN MARCH OF 1984 THE SERVICE WAS OPENED. THE WORK STUDY LITERACY RECRUITS WERE SCHEDULED TO ANSWER THE PHONES FROM 9 A.M. TO 8 P.M. THE SERVICE CONTINUED THROUGH AUGUST WHEN DCCC SUPERVISION WAS NO LONGER AVAILABLE TO THE PROJECT AND THE NUMBER OF CWS WITH CURRENT, ACTIVE FINANCIAL AWARDS DWINDLED TO THE POINT WHERE THE SERVICE BECAME IMPOSSIBLE TO MAINTAIN.

OBJECTIVE 3. DCLC'S PROGRAM EXPANSION GOALS INCLUDE PROVIDING BETTER PROGRAM ACCESS ACROSS THE COUNTY BY ESTABLISHING THREE SATELLITE LEARNING CENTERS AT STRATEGIC LOCATIONS I.E. THE CITY OF CHESTER, THE EASTERN PORTION OF THE COUNTY ADJOINING PHILADELPHIA AND THE NORTH CENTRAL, MAIN LINE PORTION OF THE COUNTY. WORK STUDY PERSONNEL WERE EXPECTED TO STAFF THESE THREE CENTERS AS COORDINATORS, TUTORS, STUDENT EVALUATORS AND ANIMATORS. PLANS CALL FOR THE CENTERS BEING OPEN, WITH A COORDINATOR ON SITE, FOR A MINIMUM OF TEN HOURS A WEEK. EACH CENTER IS EXPECTED TO SERVE FIFTY STUDENTS ANNUALLY. EVERY EFFORT IS TO BE MADE TO SCHEDULE TUTOR/STUDENT SESSIONS AT THE APPROPRIATE CENTER DURING THE STAFFED HOURS. THIS WILL PROVIDE DIRECT PROGRAM SUPPORT TO BOTH THE STUDENTS AND THEIR TUTORS. THEY WILL BE IN CONTACT WITH STAFF.

THEY WILL MEET AND KNOW EACH OTHER. THEY WILL BE MOVED FROM ISOLATED, ONE-ON-ONE MEETINGS TO EMOTIONAL CONNECTION WITH THE TOTAL PROGRAM. THIS CONNECTION IS EXPECTED TO IMPROVE RETENTION OF BOTH TUTORS AND STUDENTS AND TO ENHANCE THE QUALITY OF THE TUTORING SESSIONS. FURTHER, THE SCHEDULING OF SMALL GROUP INSTRUCTION FOR MATH AND ADDITIONAL READING SKILLS WILL BE LOGISTICALLY SIMPLER.

TO IMPLEMENT THESE LONG-RANGE PLANS, SITE SEARCHES WERE CONDUCTED WITH THE CRITERIA BEING ACCESS TO PUBLIC TRANSPORTATION, APPROPRIATE SPACE AND FACILITIES, SECURITY AND COST. COST, OF COURSE, WAS A CRITICAL VARIABLE AND ONLY LOW-COST LOCATIONS WERE CONSIDERED BY DCLC AS POSSIBLE LEARNING CENTERS.

IN JANUARY, 1985, THE CHESTER CENTER WAS OPENED IN COLLABORATION WITH AND LOCATED AT THE CHESTER YMCA. THE COST WAS JUST RIGHT - FREE. ALL CRITERIA WERE MET AND SURPASSED SINCE FURNITURE WAS ALSO PROVIDED BY THE YMCA AND THEIR STAFF WAS SUPPORTIVE AND COOPERATIVE TO A PERSON. BY JUNE THE GOAL OF SERVING 50 ANNUALLY WAS ALREADY MET, SMALL CLASSES WERE MEETING FOR MATH AND INTERIM (NEW STUDENTS WAITING MATCHING) INSTRUCTION, AND THE STUDENT RETENTION RATE WAS 81%!

THE CHESTER CENTER WAS STAFFED BY PERSONNEL FROM THE DCCC WORK STUDY PROJECT WHO WORKED AS COORDINATORS, EVALUATORS AND TUTORS.
ONE HAS NOW GRADUATED AND JOINED DCLC STAFF.
ONE HAS TRANSFERED TO ANOTHER COLLEGE BUT MAINTAINS DCLC AS HIS

CWS ASSIGNMENT. THREE CONTINUE TO TUTOR OR TEACH ON A VOLUNTEER BASIS. TWO WORKED AS TUTORS FOR MULTIPLE STUDENTS UNTIL THEIR GRADUATION. THE SUCCESS OF THE CENTER SPEAKS TO THE QUALITY OF CWS WORK.

IN MAY, 1985, A STUDENT INTAKE SITE WAS OPENED ON MONDAY AFTERNOONS AT THE CLIFTON HEIGHTS MUNICIPAL BUILDING FOR THE CONVENIENCE OF THE ADULT STUDENTS LIVING IN THE EASTERN PORTION OF THE COUNTY. AGAIN, IT IS STAFFED BY A CWS. TWENTY ADULTS HAVE BEEN TESTED THERE AND HAVE BEEN SPARED THE TREK ACROSS THE COUNTY TO DCLC'S OFFICES FOR THE INTAKE INTERVIEW.

THE EXPANSION FACILITIES IN OPERATION, FOR SIX AND TWO MONTHS RESPECTIVELY, ARE ALREADY RESPONSIBLE FOR AN INCREASE OF 34% IN DCLC'S TOTAL PROGRAM. THERE IS EVERY REASON TO ASSUME THE CENTERS WILL MORE THAN DOUBLE CAPACITY OVER THE NEXT YEAR AND TO CREDIT THE WORK STUDY PROJECT FOR THIS POTENTIAL. IN FACT, IF THE 34% INCREASE AT ONE CENTER IN SIX MONTHS OF OPERATION IS PROJECTED TO THREE CENTERS OPERATING FOR A FULL YEAR, THE INCREASED PROGRAM ENROLLMENT WOULD BE 204%!

IN SEPTEMBER, 1985, THE SECOND SATELLITE CENTER WILL OPEN AT ST. PAUL LUTHERAN CHURCH, LANSDOWNE. IT WILL BE MODELED AFTER THE CHESTER SITE AND SERVE THE EASTERN PORTIONS OF DELAWARE COUNTY. CWS WILL WORK WITH A DCLC STAFF COORDINATOR AS TUTORS AND SMALL CLASS INSTRUCTORS.

THE FINAL CENTER, TO SERVE THE NORTHERN PORTION OF THE COUNTY,

IS EXPECTED TO OPEN LATE FALL IN COOPERATION WITH A RADNOR COMMUNITY CENTER OR WITH VILLANOVA UNIVERSITY. INCREASED USAGE OF DCLC'S TUTORING SERVICES IN THIS AFFLUENT PORTION OF DELAWARE COUNTY HAS MADE THIS LOCATION IMPERATIVE. SINCE THIS AREA IS THE FURTHEST REMOVED FROM DCLC'S CENTRAL OFFICE, CLOSE MONITORING OF THE CWS ASSIGNED THERE WILL ALSO BE IMPERATIVE.

PROBLEMS ENCOUNTERED. THE DIFFICULTIES AND DELAYS IN OPENING THE CENTERS WERE IN NO WAY INVOLVED WITH THE WORK STUDY PARTICIPANTS. CWS FUNCTIONED WELL AND THOROUGHLY JUSTIFIED DCLC'S PARTICIPATION IN THIS PROJECT. IT WAS THE SEARCH FOR SITES THAT MET ALL CRITERIA THAT CONSUMED MORE TIME THEN ANTICIPATED. SINCE THIS IS NOT PERTINENT TO THE WORK STUDY FOCUS OF THIS REPORT, THE SEARCH WILL NOT BE DISCUSSED FURTHER THAN TO STATE THAT THE CRITERIA OF ACCESS TO TRANSPORTATION, NO RENT, SECURITY AND APPROPRIATE FACILITIES HAVE FINALLY BEEN MET. THE COOPERATING ORGANIZATIONS ARE COMMITTED AND HAVE GOOD COMMUNITY-BASED ASSOCIATIONS.

OBJECTIVE 4. THE COLLECTIONS OF TUTOR RESOURCE MATERIALS AND HIGH-INTEREST LOW-LEVEL SUPPLEMENTARY STUDENT MATERIALS ARE ON HAND. ONE IS IN PLACE AT THE CHESTER CENTER AND THE REST ARE STORED AT DCLC'S OFFICE AGAINST PLACEMENT IN LANSDOWNE AND RADNOR THIS FALL. THE COLLECTIONS EMPHASIZE LOW-LEVEL RECREATIONAL READING TO ENCOURAGE INDEPENDENT READING AND TO PROVIDE APPROPRIATE MATERIALS FOR ECHO AND DUET READING, TECHNIQUES STRONGLY RECOMMENDED BY DCLC. THE MATERIALS IN PLACE

AT THE CHESTER CENTER HAVE BEEN UTILIZED BEYOND EXPECTATION. THE DEMAND EXCEEDS THE SUPPLY. THE FEEDBACK FROM THE CWS COORDINATORS AND ANIMATORS HAS VALIDATED THE EMPHASIS ON RECREATIONAL READING AND HAS PROVIDED GUIDELINES FOR FUTURE MATERIAL SELECTION.

GOAL 4: PROJECT REPORT DISSEMINATION

THIS REPORT WILL BE DISSEMINATED TO LITERACY/ABE ADMINISTRATORS THROUGH ERIC, ADVANCE AND THE PENNSYLVANIA ASSOCIATION FOR ADULT AND CONTINUING EDUCATION (PAACE); AND SPECIFICALLY, TO TUTORS OF LITERACY IN THE COMMONWEALTH (TLC), A SPECIAL INTEREST GROUP OF PAACE.

CONCLUSIONS AND RECOMMENDATIONS

CWS, ON BALANCE, BRING MUCH THE SAME RANGE OF SKILLS AND RELIABILITY TO A VOLUNTEER LITERACY PROGRAM AS THE USUAL VOLUNTEER TUTOR. THE BOTTOM LINE VARIABLE IS THAT THEIR PRIMARY FOCUS IS ONE OF PURSUING AND FINANCING THEIR OWN EDUCATION. CAREFUL SCREENING, ORIENTATION, TRAINING AND MONITORING IS REQUIRED BY PROGRAM STAFF TO CONTROL THAT VARIABLE AND IMPRESS THE COMMITTMENT NECESSARY ON THE CWS PARTICIPANT. GIVEN THIS, THE, CWS CAN CONTRIBUTE SUBSTANTIALLY TO ADULT LITERACY PROGRAMS. THE CWS PROJECT TRADED 260 DCLC STAFF HOURS FOR 1550 QUALITY CWS HOURS OF THE TOTAL 1700 HOURS OF CWS PARTICIPATION. IT YIELDED VALUABLE COMMUNITY CONTACTS. IT PROVIDED THE PERSONNEL FOR DCLC PROGRAM EXPANSION AT A NEW LEARNING CENTER AND A NEW INTAKE SITE. IT WAS RESPONSIBLE FOR A 34% PROGRAM ENROLLMENT INCREASE IN THE SIX MONTHS THE NEW CENTER HAS BEEN OPEN. THE MAJOR FRUSTRATION FOR DCLC WHILE REALIZING THESE CONTRIBUTIONS WAS THE DEPENDENCY ON AN INDEPENDENT FUNDING STREAM. ADMINISTRATORS MUST ALWAY BE PREPARED TO ABSORB SUDDEN LOSS OF PERSONNEL OR TO EXPERIENCE DIFFICULTY IN ASSIGNING CWS WHO ARE UNSURE OF NEXT SEMESTER'S AWARD.

AN ADMINISTRATOR WHO IS CONSIDERING INCORPORATING CWS AS PROGRAM PERSONNEL MAY PROFIT FROM THE FOLLOWING RECOMMENDATIONS:

- ASSESS YOUR OWN PROGRAM NEEDS TO DETERMINE HOW CWS CAN BEST BE USED TO ENHANCE YOUR STAFF AND SERVICE.
- TAILOR CWS ASSIGNMENTS TO THESE PRE-DETERMINED NEEDS.

- PREPARE JOB DESCRIPTIONS FOR THESE VARYING ASSIGNMENTS.
- CONTACT THE FINANCIAL AID OFFICES OF YOUR AREA COLLEGES AND UNIVERSITIES TO BEGIN PROCEDURE TOWARD REGISTRATION AS A WORKSITE WITH PENNSYLVANIA HIGHER EDUCATION ASSISTANCE AGENCY (PHEAA).
- UPON COMPLETION OF REGISTRATION, FILE PROGRAM AND CWS JOB DESCRIPTIONS WITH THE FINANCIAL AID OFFICES.
- BE PREPARED TO ABSORB 10% OF THE CWS FINANCIAL AWARD AS YOUR CONTRIBUTION I.E. APPROXIMATELY $ .34 PER HOUR.
- INTERVIEW CWS AS THEY ARE RECRUITED AND REFERRED TO YOU BY THE FINANCIAL AID OFFICES.
- EXTRACT A TIME COMMITTMENT FROM YOUR CWS UP-FRONT, EMPHASIZING ITS IMPORTANCE TO THE ADULT STUDENT.
- PAY CAREFUL ATTENTION TO THE TERMS OF THE CWS FINANCIAL AWARD IN TERMS OF TIME AND NEGOTIATE ITS IMPACT ON YOUR PROJECTED SCHEDULES TO YOUR MUTUAL BENEFIT.
- DO YOUR OWN TRAINING OF YOUR CWS.
- AVOID SUMMER TRAINING AND SCHEDULE THE TRAINING AS CLOSE TO IMMEDIATE ASSIGNMENT AS YOU CAN.
- EXPECT ATTENDANCE AT TUTOR TRAINING WORKSHOP/ PROGRAM TRAINING OF ALL CWS, EVEN CLERICAL.
- DO NOT UNDERESTIMATE THE SUPERVISORY TIME

REQUIRED DURING INITIAL CWS TRAINING AND ASSIGNMENT IF YOU EXPECT ULTIMATE SMOOTH AND BENEFICIAL CWS PARTICIPATION.

- CHOOSE EVALUATORS, COORDINATORS FROM CWS WHO HAVE TRAINED AND WORKED AS TUTORS OR CLASSROOM AIDES AND HAVE HANDS-ON PROGRAM EXPERIENCE.
- DO NOT OVERLOOK THE CWS FROM YOUR AREA COMMUNITY COLLEGE.

REMEMBER THAT CWS STUDENTS ARE JUST THAT. THEIR PRIORITY IS TO PAY THEIR TUITION AND ESTABLISH THEIR OWN LIVES. MOST WILL BE RELIABLE, SOME UNRELIABLE. GENERALLY YOU WILL RECEIVE FULL MEASURE ON THE JOB BUT BE AWARE THAT IT IS A JOB TO A CWS, A MEANS TO AN END - GRADUATION. ALSO BE AWARE THAT MOST FINANCIAL AID OFFICES COOPERATE FULLY WITH A WORKSITE TO PROVIDE SATISFACTORY CWS. YOU NEED NOT INVITE AN UNSATISFACTORY CWS BACK FOR THE NEXT SEMESTER. INDEED, CWS TERMINATION IS USUALLY POSSIBLE AT ANY TIME.

BE CREATIVE WITH YOUR CWS ASSIGNMENTS, KEEP YOUR SENSE OF HUMOR AND GOOD LUCK TO YOU SHOULD YOU EMBARK ON A CWS ASSOCIATION.

EVALUATION -

EVALUATION WAS ACCOMPLISHED ON VARYING LEVELS I.E. DCLC'S ONGOING ASSESSMENT OF CWS PARTICIPANTS; BOARD OF TRUSTEES QUARTERLY REVIEW OF PROJECT PROGRESS; AND REPORTS TO THE DIVISION OF ADULT BASIC EDUCATION; PENNSYLVANIA DEPARTMENT OF EDUCATION. THE MEETING OF STATED PROJECT GOALS AND OBJECTIVES IS SELF-EVALUATIVE. FINAL EVALUATION RESTS IN THE HANDS OF ABE/LITERACY ADMINISTRATORS WHO RECEIVE THIS FINAL REPORT AND, HOPEFULLY, GAIN SOME GUIDANCE FROM IT.

CMS PARTICIPATION IN DCLC PROGRAM

	Joint Training DCCC/DCLC 18 CMS	Regular Training DCLC 12 CMS
Tutor	9	9
Evaluator	2	1
Coordinator	1	2
Animator	4	2
Clerical	0	3
Non-Participant	9*	1
Current Status		
Tutor	3	8
Evaluator	1	1
Clerical	0	1
DCLC Staff	1	0

* Reasons for non-participation: funding (4), Transportation (1), no interest (4).

TUTORIAL PARTICIPATION FOR DCCC AND DCLC

	Joint Training DCCC/DCLC 18 CWS	Regular Training DCLC 12 CWS
General clientele	8	7
Womens Alternative Center	2	1
ABE/GED classroom aides	5	1
Small Group Instruction	1	2
Math	2	1
YMCA Center	5	2
Intake Site	0	1
B. P. Oil Referrals	0	4
Hot Line Assignment	11	1

COMPARATIVE TUTORIAL PARTICIPATION CWS AND DCLC PROGRAM VOLUNTEERS
JULY 1, THROUGH JUNE 30, 1985

	DCLC VOLUNTEERS		CWS	
% TRAINED	82		28	
% TUTORED	73	89%	18	64%
% CONT.	50	61%	11	39%
SIX MONTH COMMITTMENT MET	62	76%	16	57%
HOURS INSTR.	2525	34.5 AVER. PER TUTOR	675	37.5 AVER. PER TUTOR

COMPILATION OF TOTAL PROJECT HOURS
DCLC STAFF/CWS

DCLC Staff		
Planning	50	
Tutor Training Specific to CWS	15	
Interviewing CWS	25	
Development of CWS	25	
Supervising CWS	50	
Administrative/Reporting	80	
Total Hours		260
CWS Participation		
Tutoring	675*	
Coordinating/Evaluating	690	
Community Animation	75	
Clerical	260	
Total Hours		1700**

* This figure is a conservative estimate of tutorial participation. Some DCCC records not available.

** Of this total, 150 hours represent work of dubious quality, especially in the clerical participation.

DIRECT AND INDIRECT PROJECT COST TO DCLC

STAFF TIME	
260 HRS. @ $8.00	$ 2080.00
CWS TIME	
1700 HRS. @ $.34 (10% OF $ 3.35)	$ 569.50
TOTAL COST	$ 2649.50
TOTAL HOURLY COST, INDIRECT STAFF & CWS	$ 1.56
TOTAL HOURLY COST, DIRECT 10% OF CWS AWARDS	$ .34

Delaware County Community College
Media, Pennsylvania 19063
215-353-5400

ADULT BASIC EDUCATION PROGRAM

CONTACT: Bridget Martin, (215) 359-5034

PURPOSE: To assist adults in achieving their full potential by providing tutoring in basic reading skills to the 90,000 adults in Delaware County who cannot read well enough to understand the Want Ads, the newspaper, or medicine labels, or assist with their children's homework.

To upgrade the writing skills of those adults who cannot fill out job applications, checks, or other simple written forms.

To teach basic computation skills to those adults lacking math skills.

To provide the opportunity to obtain a GED diploma for those adults who did not complete high school.

METHOD: This unique service is offered through Adult Basic Education and GED classes, and private reading/math tutors. These educational services are completely free to Delaware County adults. Admission to the classes, however, is based on income.

Selected students of Delaware County Community College tutor one-to-one, or are assistants to professional teachers.

PARTNERS: Bridget Martin, Project Coordinator, DCCC - 359-5034
Pat Gaul, Director, Delaware County Literacy Council 876-4811
Walt Omlor, Director, Continuing Education, DCCC
Elaine Young, Office of Employment & Training, 566-7510

FUNDING: A grant from the Dept. of Education funds the tutors. The Job Training Partnership Act provides the money for the ABE and GED classes.

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Hello!

WANTED

ADULT

LITERACY

TUTORS

PAID

POSITIONS

ELIGIBLE

CONTACT

DENIS BYRNE

FINANCIAL AID OFFICE

JOB DESCRIPTION: LITERACY TUTOR

PURPOSE:

To teach basic reading and writing skills to an adult student on a one-to-one basis.

RESPONSIBILITIES:

To tutor assigned students for a minimum of two weekly sessions of 2 hours length.

To attend tutor in-service programs.

To report student progress to coordinator.

To contact student(s) when you have to cancel a tutoring session.

QUALIFICATIONS:

Six month committment (or end of semester). Completion of DCLC tutor training workshop.

LOCATION:

Tutoring site

RESPONSIBLE TO:

Reading Specialist/Coordinator

I have read this Job Description and agree to perform duties to the best of my ability.

_____ _____

Signature Date

Job Description: Program Aide

Purpose:

To function as a clerical/record keeping program assistant as required.

Responsibilities:

To assist with mailings, monthly data collection, monthly summary reports.

To serve as receptionist as needed.

To assist with organizational aspects of tutor training workshops.

Qualifications:

Typing, clerical skills. Good math ability.

Location:

225 East 24th St., Chester

Daytime

Responsible to:

Secretary/Bookkeeper

_____ _____

Employee Date

_____ _____

Director Date

Delaware County Community College
Media, Pennsylvania 19063
215-353-5400

March 2, 1984

Dear

Congratulations! You have been chosen to participate in the Adult Literacy Work-Study Program. You will be working 10-15 hours per week and earn $3.35 per hour.

Your Work-Study award is for the Winter semester only. Your eligibility would have to be re-evaluated in order for you to participate after May 19, 1984.

The training schedule is as follows:

Tues.	3/6	4:30-6:30	PLACE: Conference Ctr. L411
Wed.	3/7	4:30-6:30	
Sat.	3/10	1:00-5:00	
Tues.	3/13	4:30-6:30	
Wed.	3/14	4:30-6:30	

The Delaware Co. Literacy Council will be conducting the Teaching Techniques component of the training. The date(s) and times will be announced at the training on Tuesday or Wednesday.

You will be paid for time spent in training. You must attend all the sessions in order to participate in the program. If these times conflict with a class, we'll have a make-up session. For those who need to take the bus, we'll make carpool arrangements.

If you have any questions my extension is 5119, office A447. I'm in Tuesday 10-7, Wed. 3:30-7, Friday 9-5:30.

I look forward to seeing you at the training. I hope this is a rich and rewarding experience for you!

Sincerely,

Bridget Martin
Project Coordinator

GETTING THE WORD OUT TO THE COMMUNITY: THE LEARNING LINE

People in need of adult basic education often spend time and energy calling several different agencies in search of the program that's right for them. To avoid this the College installed and advertised one phone number that prospective adult participants could call for referral to an appropriate educational program. The tutors were trained to screen clients over the phone and each tutor was scheduled for Learning Line coverage.

The Learning Line was publicized in various ways. Although we relied mostly on audio/visual media to attract non-readers, the student-workers distributed 250 posters (reprint attached) in stores, post offices, libraries and churches throughout the county. ABE students often find out about educational programs through family members or friends.

In order to inform community service providers of the programs available, over 200 letters and flyers were mailed to churches, libraries and agencies such as adult probation services, drug and alcohol rehabilitation centers, Family and Community Services of Delaware County, etc. The Women's Alternative Center arranged for 10 of their clients to meet with tutors on-campus. This arrangement, as explained in the attached letter, is the first of many cooperative efforts that the Literacy Project expects to develop if the project is refunded.

The Public Information Department of the College peppered the media with news releases and public service announcements (PSA's). Most of the calls to the Learning Line and the highest number of requests for basic reading instruction came in response to the PSA's. Raising the public's awareness of the illiteracy problem has been one of our major achievements so far. As we near the end of the first phase of the project, the public's response is picking up. In addition, the National Aid Council's campaign is due to start in September. Hopefully, there will be a program at Delaware County Community College to respond to the increase in requests for help.

Every phone call to the Learning Line is answered by a trained learning line operator (Peer Tutor) and is followed up by a letter reinforcing the information that was given by phone.

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HOW TO HANDLE THE "LEARNING LINE" PHONE:

1. Say "Good morning / afternoon / evening. This is the Learning Line at Del. Co. Com. College. Can I help you?"

2. If person calling asks for a G.E.D. (General Education Development) class, tell them there are classes in Chester, day and night, on campus in evening, or in Primos in the morning. For GED call:

   Elaine Young
   Office of Employment & Training
   566-7510

   If they say they want a reading classask them if they can read the newspaper. If they cannot read the newspaper, tell them to call the Del. Co. Literacy Council at 876-4811. (If they say they already called them, suggest that they call them again.)

   If they can read the newspaper pretty well they should call Elaine Young at 566-7510.

   At Elaine's office they will be interviewed to see what class they need, if they qualify financially, etc. for those calsses.

3. GET THEIR NAME AND ADDRESS. Write on TELEPHONE LOG.

4. Tell them you'll send them a letter from the college with this information on it.

5. "Thank you for calling."

6. If person asks questions you can't answer, tell them I will call them back if they will leave name and phone number. PUT THIS CALL ON THE LOG.

7. Log all telephone calls even if you can't fill in all the columns.

8. If someone calls and asks about programs in Philadelphia — The Center for Literacy 382-3700

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Delaware County Community College
Media, Pennsylvania 19063
215-353-5400

Dear

Thank you for calling the "Learning Line" at Delaware County Community College.

Here is the same information you received on the phone:

For GED class call Elaine Young, Office of Employment and Training, 566-7510.

For reading and math class call Elaine Young, 566-7510.

For reading tutors call Delaware County Literacy Council, 876-4811.

If you have any more questions please call Bridget Martin, at 359-5034.

We are glad to have this chance to serve you.

Sincerely,

Bridget Martin

Bridget Martin
Project Coordinator

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SEE THE LIGHT
LEARN TO READ

Delaware County Community College
FREE Adult Literacy Program

FOR INFORMATION CALL: 359-5034

Delaware County Community College
Media, Pennsylvania 19063
215-353-5400

April 25, 1984

Dear Service Provider:

I am writing to inform you that there are free classes available for adults in need of basic reading and math instruction or a G.E.D. class. The classes are funded by the Job Training Partnership Act (JTPA). There are about 90,000 adults in Del. Co. in need of these services.
For a reading and math class or G.E.D. class contact:

Elaine Young
OET
566-7510

That office is doing intake for these classes.

If you have clients in need of a reading tutor (i.e. someone who has trouble reading the newspaper or who cannot read at all) they can call the Del. Co. Literacy Council at 876-4811.

I am enclosing some flyers which you can post in your office and/or pass on to other counselors. The Learning Line phone number, 359-5034, is staffed from 9 A.M. - 8 P.M. Mon. - Fri. Feel free to call if you need more information.

Thank you very much.

Sincerely,

Bridget Martin
Adult Literacy Project Coordinator

Enclosure

NEWS RELEASE

Delaware County Community College
Media, Pennsylvania 19063
359-5134

FOR RELEASE
Thursday
May 3, 1984

PUBLIC SERVICE ANNOUNCEMENT

THERE ARE 90,000 ADULTS IN DELAWARE COUNTY WHO CANNOT READ OR WRITE WELL ENOUGH TO FILL OUT JOB APPLICATIONS, READ WANT ADS OR HELP THEIR OWN CHILDREN WITH SIMPLE HOMEWORK PROBLEMS. DELAWARE COUNTY COMMUNITY COLLEGE, THROUGH A GRANT FROM THE DEPARTMENT OF EDUCATION, NOW OFFERS THESE 90,000 ADULTS A SECOND CHANCE TO REACH THEIR TRUE POTENTIAL. DCCC AND THE DELAWARE COUNTY LITERACY COUNCIL CAN PROVIDE FREE TUTORS WHO TEACH BASIC READING AND WRITING SKILLS ON A ONE-TO-ONE BASIS. THIS SERVICE IS OFFERED TO COUNTY RESIDENTS FREE OF CHARGE. FOR INFORMATION PLEASE CONTACT THE COLLEGE AT 359-5034...THAT'S 359-5034.

NEWS RELEASE

Delaware County Community College
Media, Pennsylvania 19063
359-5134

FOR RELEASE 280/84(1)
Thursday
May 3, 1984

READING PROGRAM AT DCCC

Delaware County has an enormous amount of human potential that cannot become productive without a second chance. There are 90,000 adults in this County who cannot read or write well enough to fill out job applications, read want ads or help their children with homework.

Through a grant from the Department of Education, Delaware County Community College offers these 90,000 adults a free second chance and even a free third chance if they have the desire to upgrade their skills and achieve their true potential.

With the grant, DCCC and the Delaware County Literacy Council train college students as special tutors who are equipped to teach basic reading and writing skills to adults on a one-to-one basis. This unique service is offered to County residents free of charge. For more information please contact the College at 359-5034.

In addition, the College offers free reading and math classes plus high school equivalency classes (G.E.D.) through a grant from the Job Training Partnership Act. DCCC's 123-acre main campus is located off Route 252 between Media and Newtown Square.

TOWN TALK 5/9/84

READING PROGRAM AT DCCC

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DCCC and the Delaware County Literacy Council train college students as special tutors who are equipped to teach basic reading and writing skills to adults on a one-to-one basis. This unique service is offered to county residents free of charge.

In addition, the college offers free reading and math classes plus high school equivalency classes (G.E.D.) through a grant from the Job Training Partnership Act. For information, call 359-5034.

Activities staff and residents will be involved with regular-scheduled activities Thursday.

There will be a sing-a-long for residents with pianist Kathy Mitchell Friday. The public can visit Bishop Nursing Home and participate in scheduled activities and are especially encouraged to attend the Open House Tea, 1:30 to 3 p.m., Tuesday.

CHRONICLE OF HIGHER EDUCATION 11/2/83

18 Colleges Join Federal Project to Eliminate Adult Illiteracy

WASHINGTON

Eighteen colleges and universities will participate in a special volunteer project developed by the Education Department to use funds from the College Work-Study program to help eliminate functional illiteracy among adults, Education Secretary Terrel H. Bell announced last week.

Each of the institutions will be given $20,000 in addition to the work-study funds it has received for academic 1983-84 to develop pilot programs to select and train students as tutors and employ them to help adults gain the reading, writing, and computing skills necessary for everyday life. In a year or so, the Education Department will evaluate the pilot programs to see which ones might serve as models to help other colleges and universities address the problems of illiteracy.

In the meantime, Mr. Bell said, the department will encourage all 3,400 institutions that receive funds under the College Work-Study program to develop adult tutoring programs.

The special project is part of a largely volunteer effort announced in September by President Reagan to help wipe out functional illiteracy among an estimated 23 million American adults.

Most colleges and universities that volunteered for the project have already developed some adult-literacy programs.

Some will enlarge on their earlier efforts, using the additional work-study funds, and others will design new projects.

Miami-Dade Community College, for example, will use its extra money to help develop an additional literacy project for Overtown, a predominantly black section of Miami with a large number of high-school dropouts and older adults who need "survivor skills."

"We will try to locate pockets of illiteracy and use students in work-study on a one-to-one basis with people in Overtown," said L. Kim Porter, associate dean of the Urban Consortium of Learning Alternatives, who is directing the effort.

The 18 institutions participating in the Education Department's project are:

Amherst College, Boston University, College of Saint Thomas, Colorado University, Delaware County Community College, Kansas Newman College, Laredo Junior College, Montgomery College, Miami-Dade Community College, Morris Brown College, Portland Community College, State University of New York College at Brockport, Texas Southern University, Texas Southmost College, University of Colorado at Denver, University of Illinois at Chicago, University of Southern California, and Wayne State University.

LEDGER OF DELAWARE COUNTY THURSDAY, MAY 10, 1984

Reading Program At DCCC

Delaware County has an enormous amount of human potential that cannot become productive without a second chance. There are 90,000 adults in this county who cannot read or write enough to fill out job applications, read want ads or help their children with homework.

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With the grant, DCCC and the Delaware County Literacy Council train college students as special tutors who are equipped to teach basic reading and writing skills to adults on a one-to-one basis. This unique service is offered to county residents free of charge. For more information please contact the college at 359-5034.

In addition, th college offer free reading and math classes plus high school equivalency classes (GED) through a grant from the Job Training Partnership Act.

DAILY TIMES 5/9/84

Students to teach reading

MARPLE — Delaware County Community College and the Delaware County Literacy Council will cooperate in a special program to use college students as tutors to teach basic reading and writing skills to adults on a one-to-one basis.

The federally funded program is expected to offer some 90,000 adults an opportunity to learn to read and write.

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WPVI TV
6

WPVI TV 4100 City Line Avenue
Philadelphia, Pennsylvania 19131
(215) 878 9700
Capital Cities Communications, Inc

May 15, 1984

Mr. Glen McCurdy
Director of Public Information
Delaware County Community College
Media, PA 19063

Dear Mr. McCurdy:

Thanks for informing us about your literacy program. It should certainly be of interest to many of our Delaware County viewers, and we'd like to help you inform them. In order to get the message across, we will broadcast the following 10-second public service announcement:

> Get free help if you're a Delaware County adult who wants to learn to read and write. Call Delaware County Community College: 359-5034.

The copy will be accompanied by a visual giving the above phone number (with 215 area code) under the heading, "Learn to Read/Delaware County." We'll schedule the spot during appropriate time periods for as long as possible.

We are always interested in bringing worthwhile groups and activities to the public's attention. Please let us know about your future projects so that we may try to help you again.

Sincerely,

Michael Cascio
Director of Public Affairs

MC:mk

ACTIVITIES IN SUPPORT OF THE DELAWARE COUNTY LITERACY COUNCIL

On May 5, 1984 more than 80 community service agencies gathered at "Operation Helping Hand," an expo geared toward assistance to the unemployed and underemployed of Delaware County. The Director of the Literacy Council and the Delaware County Literacy Adult Literacy Project Coordinator were among the many service providers participating in this event. This expo provided the opportunity for the Literacy Council to make their services known to thousands of potential adult students. With the support of the tutors from the College, the Literacy Council could serve the influx of clients contacted at such a large-scale event.

The Literacy Council and the College will also cooperatively present their programs at the "Information and Referral Conference" on June 13, 1984 in Chester, Pennsylvania. This annual conference serves as a network for service providers in the Greater Delaware County Area.

BEST COPY AVAILABLE

Need Help Job Hunting?

Let Delaware County give you information about:

- Job Training & Retraining
- Career Counseling
- Job Search
- Financial Planning
- Family Assistance

Come to SUN CENTER,
Concord Rd., Chester Township
Saturday, May 5, 1984
10 AM til 4 PM

Talk to the people who have the answers

FOR FURTHER INFORMATION - CALL 566-3611
PUBLIC TRANSPORTATION WILL BE AVAILABLE

ACCESSING HUMAN SERVICES

4TH ANNUAL

DELAWARE COUNTY
INFORMATION AND REFERRAL CONFERENCE

Wednesday June 13, 1984
9:00-4:30

WIDENER UNIVERSITY
KAPELSKI LEARNING CENTER
(LECTURE HALL 1)
14TH & WALNUT
CHESTER, PA.

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SOME PLANS FOR THE FUTURE

In addition to an increased response at a grass roots level, the private-sector is also beginning to respond to the need for literacy training. The donation of 2 sets of Basic and High School Skills Courseware from the Control Data Corporation will provide the opportunity for supplemental work and independent learning by the adult participants.

The Delaware County Literacy Council's plans for expanding their services partially depend on the continuation of the Adult Literacy Work-Study Project. In April, 1984, Delaware County Literacy Council submitted an application for a grant from the Pennsylvania Department of Education for the purpose of evaluating the "effectiveness of college work-study students in a variety of roles and settings in an adult literacy program." (see attached). The Council also plans to specifically use Delaware County Community College tutors to open a new learning center in order to reach their goal of serving an additional 150 students in the coming year.

The Delaware County Literacy Council And The Eyre Drive YMCA

Invite You To Attend A Reception
In Honor of

DR. ROBERT LAUBACH, CHAIRMAN, LAUBACH LITERACY INTERNATIONAL

To Mark the Opening
of the

Adult Literacy Center, A Community Services Partnership

of the
Delaware County Literacy Council and The YMCA

Friday, November 30, 1984
3:30 - 5:00 P.M.

YMCA
6 Eyre Drive
Chester, PA 19013

R.S.V.P.
876-4811

DELAWARE
COUNTY
LITERACY COUNCIL

225 East 24th St.
Chester, PA 19013
Telephone (215) 876-4811

March 27, 1985

Please air the following 30' PSA as often as possible through April 16, 1985:

IF YOU CAN READ AND WRITE AND IF YOU CARE, YOU CAN TEACH THESE BASIC SKILLS TO ONE OF THE ADULTS WAITING FOR INSTRUCTION AT THE DELAWARE COUNTY LITERACY COUNCIL. TO REGISTER FOR THE TUTOR TRAINING SCHEDULED ON APRIL 16, 18, 23 AT THE EYRE DRIVE YMCA, 9TH STREET AND EYRE DRIVE, IN CHESTER, CALL 876-4811. AGAIN, TO BECOME A READING TUTOR, CALL 876-4811.

CONTACT: PATRICIA R. GAUL

DELAWARE
COUNTY
LITERACY COUNCIL

225 East 24th St.
Chester, PA 19013
Telephone (215) 876-4811

March 27, 1985

For Immediate Release

The Delaware County Literacy Council is offering a tutor training workshop on April 16, 18 and 23 from 6 to 9 p.m. at the Eyre Drive YMCA, in Chester. Interested volunteers will teach basic reading and writing skills to adult students on a one-to-one basis upon completion of the training.

The Council is a non-profit agency that has provided instruction to over 1400 adult residents of Delaware County in its ten years of service. In 1984, over 150 volunteers tutored throughout the county.

To register or receive further information, call 876-4811.

Contact: Patricia Gaul